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ABSTRACT

This handout is designed for students at Howard Community College who wish to earn upper-level credit in psychology through independent study or self-directed learning (SDL). Section I explains the differences between independent study, which involves the student meeting the instructor's course objectives through independent writing and research and weekly meetings with the instructor rather than by attending class or participating in group activities; and SDL, which involves the student devising his/her own course objectives and assignments under the guidance of the instructor. Section II offers quotes from previous independent study and SDL students, indicating what the students learned from working on their own. This section also recommends various learning activities to achieve different objectives; offers examples of SDL approaches; lists options for reading plans, interviews, community work, and other projects; and warns of potential problems. Section III enumerates course requirements for both independent study and SDL. (MDB)

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A GUIDE FOR PSYCHOLOGY STUDENTS WHO WISH TO LEARN THROUGH INDEPENDENT STUDY AND SELF-DIRECTED LEARNING

for classes with

Dr. James Bell

Howard Community College

Columbia, MD 21044

July, 1988

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Once students have completed the beginning college psychology course they can take upper level psychology courses. In these classes students have three choices:

(1) They can take the course as designed with other students. About 80% of students select this option.

(2) They can take the course objectives and assignments and do them on their own without coming to class (Independent Study). About 10% of students select this option.

(3) They can plan with the instructor their own objectives and assignments and do those outside of class on their own (Self-Directed Learning). About 10% of students select this option.

This handout is designed for students who wish to learn through either Independent Study or Self-Directed Learning.

A GUIDE FOR PSYCHOLOGY STUDENTS WHO WISH TO LEARN THROUGH INDEPENDENT STUDY AND SELF-DIRECTED LEARNING

I. Overview

Learners differ in what they want to learn, how they wish to learn, and their rates of learning. Independent study and self-directed learning are designed for learners to be more involved in deciding what to study, how to study, and when to study. Making decisions about one's own learning and then carrying out those decisions are essential parts of learning to learn. Learning how to learn is the single most important part of any education. Due to the rapid change in knowledge and the types of problems facing our society, learners must continue to learn beyond their formal education. Consequently, formal education must prepare learners to make decisions about what is important to learn, to decide efficient ways to learn, to locate information, to analyze and critically evaluate topics, to apply what has been learned in one situation to new situations, to synthesize what has been learned, and to solve problems. Independent study and self-directed learning are designed to either help you learn how to learn on your own or to give you practice in learning on your own. Both approaches make it possible for you to spend little or no time in class activities but do require more time learning outside of class.

A. Independent Study (IS)

Are you interested in meeting the objectives listed for this course by working and learning on your own rather than attending class? Independent study involves using the course objectives as planned by the instructor but learning on your own. Instead of attending class and learning through group activities, you will decide with the instructor's assistance the best methods for you to meet the course objectives. Students have chosen independent study for a variety of reasons. Some were not able to meet at the scheduled class times while others wanted to complete the course at a time the course was not offered. Some students believed they learned more from out of class activities than from class activities. Some wished to complete the course at a different rate than the group rate. Some wanted to experience working on their own and liked the objectives as written by the instructor. In summary, through independent study you will meet the course objectives by methods you believe best help you learn outside of class.

1. <u>Independent Study</u>
   - a. Independent Study means accomplishing the course objectives but doing them on your own without coming to class. You have a weekly conference with me but do more writing than students in the discussion option.
   - b. Meet the requirements as set forth for the Group Discussion Option for C, B or A. You will be doing more writing than students in the discussion option.
   - c. Plan a 10 hour project in place of missed class activities.
   - d. Attendance and Written Work
     1) Meet with me every week. You may miss one conference if absolutely necessary. Let me know why you are not able to see me. Make every effort to see me sometime during that week before your next scheduled conference.

2) Past experience has shown that students who miss more than one conference do poorer quality work, get behind, and miss a lot from their independent study. Deadlines and attendance for independent study are just as important as for those attending class.

a) Two missed conferences may result in your grade being lowered. If you miss more than twice, it is possible you will not be allowed to complete the course. As always, unusual circumstances will be considered.

b) Assignments are due the week specified on the assignment sheet. Due to unforeseen events you are allowed two late assignments. A third late assignment may drop your grade one letter grade. Since you are working independently of the class, work ahead at the start of the term so that you have some insurance.

c) Written work of poor quality must be redone. Four redos may occur. More than four redos may result in a lower grade.

B. Self-Directed Learning (SDL)

Do you want to decide what to learn? Do you want to decide how you will learn? Self-directed learning involves planning with the instructor's assistance on your own learning objectives and learning activities. Instead of attending class and meeting course objectives, you are able to in essence plan your own psychology course. Students have chosen self-directed learning for a variety of reasons. Some students wanted to learn things not covered in the course objectives. Some students wanted to learn how to work on their own. Others had learned how to work on their own but wished further practice at learning on their own. In summary, through self-directed learning you will decide what you wish to learn and how you best can reach those objectives.

1. <u>Self-Directed Learning</u>

You may plan with me a course which better meets your needs than any of the options I have planned. Use the guidelines below in your planning.

a. Read the handout "A Guide for Psychology Students Who Wish To Learn Through Independent Study and Self-Directed Learning."

b. Meet with me after our second class and before our third class so I can help you think about making your plan.

c. Second week
1) Demonstrate your ability to use our LRC in the field of this course.
2) Meet with me to further work on making your plans.
3) Turn in two copies of your contract to me to sign.
4) Start working on your own option.

d. By the end of the course

1) Grade

A - 120 hours of learning, successful completion of our agreed upon objectives and a special project (a research paper), meet requirements below.

B - 97 hours and successful completion of our agreed upon objectives, meet requirements below.

C - 80 hours and successful completion of our agreed upon objectives, meet requirements below.

2) Attendance

a) Meet with me every week. You may miss one conference if absolutely necessary. If you can't make the scheduled time because of an emergency, contact me and arrange to see me that week.

b) If you miss a second time, your grade may be dropped one grade level. If you miss more than two times, it is possible you will not be allowed to complete the course. As always, unusual circumstances will be considered.

3) Written Work

a) Redos must be redone. The time for redos after the first two does not count as a part of the contract time. A redo is due to poor quality work which should have been avoided. Redos due to trying a complex assignment may be counted as a part of course time. Such assignments will be noted ahead of time.

b) Late assignments
Assignments are due as specified in your contract. Due to unforeseen events you are allowed two late assignments. A third late assignment may drop your grade one letter grade.

4) These core objectives are a part of all self-directed learning projects except in extemely unusual circumstances.

a) Ability to effectively and efficiently search for psychology sources in HCC's LRC.

b) Ability to write a scientific summary.

c) Ability to critically evaluate.

d) Ability to write a research paper or equivalent major project. (For an A)

If you are interested in either independent study or self-directed learning, then continue reading this handout, and come talk with me about what you want to learn.

<u>What is this handout designed to do? I have tried to provide you with information about independent study and self-directed learning so that you can make a decision which is best for you based on a clear understanding of what is involved in these two approaches to learning</u>. In addition, I have tried to present ideas which will help you in the planning and carrying out of your learning objectives.

II. Considering Independent Study and Self-Directed Learning

To help you become clear on what independent study and self-directed learning involve, I have listed what some students indicate they learned from working on their own, methods for reaching different objectives, examples of what previous students have planned, types of activities engaged in by students working on their own, types of materials turned in, and some of the problems associated with learning on your own.

A. What Have Previous Students Indicated That They Learned From Working On Their Own?

I ask students who work on their own to tell me at the end of the course what they learned from working on their own. Here are a few of the comments from students in a child psychology course.

1. "Through studying on my own I learned that I had the capacity for perseverance and thoroughness, and likewise for procrastination and complaining. It was an experience that should be a part of anyone's experience because it gives the satisfying feeling that you gained a sufficient amount of knowledge working on your own."

2. "It was during the self-directed project on sex education that I learned the most about myself and my education. Upon completion of the paper, I found I had used very few psychological readings, mainly because this subject was not handled in any of them. This was when I learned the most about myself and what I believe was the purpose of this course and the way it was constructed. I did not want to research this subject to please my professor, but to please myself. I was extremely interested in the subject and therefore I put myself completely into the research involved with it. This project taught me that education is for myself and that I will not get anything out of it until and unless I put something into it. If I want to learn, I must do it myself and I will learn things more completely by doing it. By having someone tell you everything, you may get only one viewpoint as well as a more limited amount of material than if you pursue it on your own."

3. "I was able to choose the books I wanted to read and did not feel trapped into reading something I really disliked. For example, I loved A.S. Neill's book Summerhill, and because I enjoyed it, I clearly remember Neill's ideas. I felt as though I was doing something personally satisfying and creative. Because the subject matter and the organization of the paper were my own, it was easier to think through and write. Self-directed learning was new to me and because it was new, I was afraid of it. After I found myself in the midst of

a project, I began to enjoy the experience. I learned how to organize my time better. I could allow for times when I wanted to do other things, making larger time blocks for the project at another time. Self-directed learning proved to me that I could discipline myself successfully and also made it clear that I enjoy working when I feel as though I am being creative."

4. "Perhaps the most striking fact I learned about myself in this course is my resistence to change in teaching practices. During the last two years in college, I have never taken a course that was structured like this course. When I looked at the syllabus and saw that there were to be no lectures, I was amazed and confused. How could I ever learn anything without lectures? I realized that I have become conditioned to certain methods of teaching and was hesitant to accept a new way. In a sense my attitude was 'old fashioned;' I liked the 'Status Quo' in teaching methods. I was almost afraid to accept a new way. I began to question my attitude and decided to go along with the way the course was set up to see how I would react and learn.

   "As I looked at the syllabus, I also realized that I was going to be my own teacher for a large part of the course. I wasn't sure whether I could handle the job because I doubted my ability to pick out 'important facts.' I learned that the things I remember best are the things that interest me. I discovered that 'important facts' are relative. One person may feel that Freud's theory is the most important psychological theory, while another might feel that Sullivan or Horney are the most important psychologists.

   "During the last six weeks of the course, I found that I would much rather be doing self-directed projects than taking regularly scheduled courses. Although the freedom of working on my own was hard for me to handle at first, the amount of creativity and personal choice that is allowed was worth the greater degree of self-discipline required. I found that I looked forward to going to nursery school; the change was refreshing and the goals of the study were my own."

B. <u>What Are Some Methods for Reaching Different Objectives?</u>

Think about what you wish to learn. Read the following to see which projects best fit your objectives.

1. Do you want to learn basic terms and facts? If so, you might use programmed materials, take tests over a textbook. Or you might wish to take three textbooks and compare how these texts treat a variety of topics. You would then do the Comparison of Sources written assignment.

2. Do you want to study one topic in depth? If so, then I would suggest doing these assigments on the one topic: Reactions, Annotation, and The Research Paper. Or you might like to do Reading Logs, Two Things Learned, Two Questions, and a Comparison of Sources.

3. Do you want to focus on two topics? If so, then two smaller research papers are a possibility; or, one research paper and a combination of some of the assignments listed in 2 above.

4. Do you want to focus on your own development? If so, you might want to write the Autobiography, keep the Diary, write an Observation and Analysis Paper, and fill out the book by Howard entitled Human Psychology.

5. Are you interested in developing your ability to critically evaluate information? If so, do a research paper where the topic is one discussed in the popular press. Reading Logs, Critiques, and Book Reviews are other good assignments for using critical evaluation skills.

6. Are you interested in doing something creative? If so, do the creative project. Keep the Diary and write Two Questions.

7. Are you interested in working with people? If so, first do some naturalistic observations after working through the booklet Naturalistic Observation. Then arrange with an agency to work with people (in a school, in a nursery, in a state mental hospital). Do these assignments: Observation and Analysis Paper, Book Review, Reading Logs, Reactions, and Annotations on materials related to your observations and work.

8. Are you interested in applying what you are learning? If so, do Reactions, Diary, Application of Psychological Knowledge Paper, and Two Things learned.

9. Are you interested in the views of experts on some specific problems or issues? If so, read and do Reading Logs, Annotation, Summary and then interview experts in the county, Baltimore, or Washington.

10. Are you interested in discussing with others? If so, convince at least two other class members to jointly plan with you to do some common readings and discussions.

11. Are you interested in developing skills for use in later psychology courses? If so, see me and we can work on some specific skills, such as learning to efficiently and effectively use the library, using Psychological Abstracts, writing the research paper, learning how to read psychological journal articles, learning how to create hypotheses, learning about statistics and experimental procedures.

12. Are you interested in something I haven't suggested? Do not feel that you are limited by the above. Decide for yourself what you wish to learn and what you want to write. If you can think of a better written assignment for you, let's talk about it before you do the work.

C. What are Some Examples of How Some Students Set Up Their Self-Directed Learning?

Here are what some recent students planned for their self-directed learning.

1. Read and reacted to selected parts of two basic textbooks; viewed films shown in class and in the LRC; observed and write up observations for three schools; summarized articles on one topic; read book on special topic and outlined the book; kept diary for five weeks; filled out book on self-awareness; did a bibliography search.

2. Read a small textbook and took essay test on textbook; read two special books and wrote two book reviews; attended a symposium and wrote summary; picked one topic each week and read about it first in Psychology Today and then read three sources in the library on that topic and write reactions to the four articles; wrote research paper; read twelve books and listed what was learned from each.

3. Saw films in class; read four books and write three book reviews and one critique; did Learning unit from Psychology 102 and passed test; did Research Methods and Critical Evaluation units; read 50 articles and listed two things learned from each; annotated ten articles; did three Reading Logs; helped make four tapes with instructor; wrote practice research paper.

4. Worked four hours per week with mentally ill children and write up reactions; read three books and wrote Reactions; read twenty articles and wrote two things learned, summaries, and annotations; wrote small Research Paper; visited and observed at three other institutions for the mentally ill; did Comparison of Sources.

5. Wrote autobiography; kept diary; wrote Annotations; wrote Observation and Analysis Paper? filled out book on self-awareness; read Self-Directed Behavior and write personal applications; observed in five nurseries; read three books and did one Critique.

D. What Things Have Students Done When Working on Their Own?

Here are some of the specific types of things which have been done while working on their own.

1. Reading

   a. Some students after choosing a topic went to the LRC and used The Reader's Guide to Periodical Literature, The Psychology File, General Psychology Readings, Child Psychology Reading, Social Psychology Readings, the newspaper files, and the card catalog. Others asked the instructor to recommend sources.

   b. Some read paperback books on psychological topics from the list later in this booklet.

   c. Some followed a topic through reference books, general psychology textbooks, social psychology textbooks, handbooks, and books just on the chosen topic to see how the various types of sources presented the topic.

   d. Some read one or two general textbooks in the area and then read specialized books that they found through browsing and the card catalog.

   e. Some went through the books in the instructor's office and read a number of them.

f. Some went to the LRC and picked up journals and magazines and read whatever seemed interesting.

g. Some students talked with experts in the community and read the materials recommended by them.

2. Interviews

Students have interviewed and visited a number of people and agencies; police, Catholic Family Service, Head Start, YWCA, YMCA, Welfare Department, Day Care Center, college students, teachers, psychiatric center, counselors, drug counselors, parents, ministers, child psychologists, psychiatrists, nurses, pediatricians, teachers of the retarded and mentally ill.

3. Some students wish to go into the community and observe and work with people. Here are some of the places and people they have observed and worked with: Nursery school, public schools, retarded children, psychiatric center, Jewish Community Center, in the home, at supermarkets, Head Start, open space high school, deaf children, playground, shopping centers, encounter groups, mentally ill children.

4. Audio-visual materials

Some students wish to do some of their learning through the use of audio-visual materials. They have used such materials as films shown in class, movies in the community (shown by organizations in the community as well as popular films-(Lord of the Files, The Last Picture Show, The Godfather), audio-tapes (see the list at the check-out desk in the LRC), TV psychology lectures, and some TV programs.

E. How Have Students Given Evidence of What They Learned?

Students have submitted for evaluation the following types of written work: diaries, autobiographies, case studies, critiques, annotated bibliographies, research papers, analyses of popluar magazines, critical evaluations, reading logs, book reviews, creative papers, lists of thought questions, children's books, reviews of book reviews, comparisons of textbooks on a topic, comparisons of various types of psychological sources, lists of readings, results of interviews, observations of children, naturalistic observation projects, and designed experiments. Examples of the above can be viewed in my office.

F. What Problems Have Been Encountered by Students Working on Their Own?

Since most students are used only to going to class and taking notes, their first experience with working on their own may involve some problems. Here are some that I have observed:

1. Some students signed up for IS or SDL but were not committed fully enough to working on their own.

2. Some students did not recognize the fact that learning takes place inside of them and is an active process on the part of the learner.

3. Some students started slowly, got behind, and found catching up difficult.

4. Some students did not follow instructions. (For instance, some students did not attend the weekly conferences with the instructor. Some did not follow directions for written work.)

5. Some students did not budget their time wisely and left too little time to complete a project.

6. Some students let their other classes budget their time so that they got behind because of the fewer deadlines with working on their own.

III. What Are the Requirements for IS and SDL?

If you decide to work on your own, note carefully the following seven requirements.

A. Make an appointment to talk with me about your wish to work on your own.

1. Read through this booklet first.

2. Before meeting with me, give some thought to why you wish to work on your own. What do you wish to learn?

B. At the conference we will talk about what and how you wish to learn.

1. IS - If you wish to use the instructor-specified objectives, some objectives will need to be changed since they were written for group activities. If you wish to make suggested changes in the objectives, bring your ideas with you. If you wish to meet the objectives through different methods, bring these ideas with you. If you are not ready to make all of these decisions, still meet with me and we will set up a time table for making these decisions.

2. SDL

a. You can recommend the objectives that you wish to meet or you can tell me your interests and I will suggest objectives for you.

b. Evaluation of what you have learned: We will both evaluate your learning.

1) You will be asked to evaluate what you have learned if you choose self-directed learning.
2) I will evaluate the evidence you present of your learning. The quality of your work is very important. If poor quality work is turned in, I will ask that you redo the assignment.

c. How do you decide how much you should learn in a college course?

How much should you plan to do? One rule is that two hours should be spent out of class for every hour in class. Consequently, a three-credit course which meets three hours per week

would require six hours outside of class. Recently, I asked a number of students how many hours they actually spent in courses other than psychology. They reported that they had spent approximately five hours per week to earn an C grade, six and one-half hours to earn a B grade, and eight hours to earn an A grade. These weekly times included both in and out of class learning. When I plan psychology courses, I attempt to use these times rather than the two-for-one rule. In your planning, decide which grade you wish to earn and note carefully the amount of learning time expected of you. Then realistically decide the grade you will work for and plan your course with the approximate weekly times in mind. You will be expected to meet the objectives you plan with high quality work and meet the time requirements for the grade you decide to earn.

C. <u>After our conference, turn in two copies of an agreement that follows this form</u>.

1. State your name, course, date, grade working for.

2. List the things that you wish to accomplish in the course if they differ from the instructor-specified objectives; the methods you plan to use to accomplish your objectives; and information on how we agree your learning will be evaluated. <u>Note</u>: This contract can be modified during the semester.

D. Attend a five to fifteen-minute conference with me each week of the course. It is <u>absolutely essential</u> that we meet at least once a week. During these conferences, I will accept assignments from you, return assignments or make comments to you, discuss future assignments, and deal with any concerns you have.

1. If you can't make a scheduled conference, let me know ahead of time so an alternative time can be arranged. For those rare times when you can't let me know ahead of time that you can't make a conference, let me know as soon as possible so we can make other arrangements. If you miss two conferences, we will discuss whether you should continue on independent study.

2. Each week, turn in a log of the time you spent on different learning activities. Use this form:

Dates	Actual Time	Time in Hours	Activity
4/15	4:30-6:00		
	7:30-9:00	3 hours	Read 150 pages in <u>Between Parent and Child</u>
	8:00-8:20	20 minutes	Searched library for book review on <u>Between Parent and Child</u>
4/16	10:00-10:30	30 minutes	Read two articles on child rearing: Redl-"When We Deal With Children," 50-65 Spock-"How To Deal With Jealousy," 55-59
4/18	9:00-10:00	1 hour	Observations at Longfellow Elementary School
	10:30-10:45	15 minutes	Wrote up observations
4/19	9:00-11:00	2 hours	Completed booklet on naturalistic observation
4/20	10:00-10:10	10 minutes	Read "Obedience" - Psychology File
Total Time for the Week			7 hours, 15 minutes

E. Turn in your work each week prior to the conference or at the start of the conference.

1. Working on your own does not mean an absence of deadlines, nor does it mean that you have to accomplish all of your learning without the instructor's help. I expect steady achievement through the course, and I stand ready to give you whatever help you need. Ordinarily I do not set deadlines but I do expect you to set deadlines. Be sure to ask for help at any time. My home phone is 730-5311 if you need help and can't reach me at my office.

2. Consider these questions prior to our weekly conferences:

   a. Are there any problems about which I should talk with the instructor?

   b. Are there any questions about upcoming assignments?

   c. Is there any information that would be useful to the instructor about what and how well I am learning?

3. Here are examples of questions raised in the past:

   a. How do I write up my observations to protect the identity of the persons I have observed? Can you help me find Jensen's article on intelligence in the library? Do you have a copy of Skinner's book Beyond Freedom and Dignity? I have taken on too large a contract. Can we modify it?

   b. What is meant by a critique? How much help can I get from others in doing the writing of my paper? How much time should I spend looking for materials in the LRC? Do I do all of the objectives or is there a choice for the unit on social psychology?

   c. I seem to have difficulty picking out what is important. Can you help me? I am having trouble finding sources in the LRC. What should I do? I can't concentrate on this topic. Do you have any suggestions?

4. The written material you turn is is to be in your own words. That means that no more than 5% can be directly quoted (within quotation marks). However, whenever you take ideas or information from a source, you must footnote where you got the information. If you are on IS, each assignment should state what objective the material is relevant to. If you are on SDL, then state at the top of the paper what you are trying to accomplish in the paper. Your name, date, and class should always be in the upper right hand corner.

   The guidelines for most written work can be found in "Psychology Media Study Guide."

5. If more than one student is working on his own in a course, I will attempt to arrange a time for you to get together and share experiences and ideas.

F. If you were on SDL, at midterm and at the end of the term, turn in a list of your activities; a list of written work; and a discussion of the most important things you learned.

1. Learning Activities

Articles - list what you have read
Books - list what you have read
Field Experience - where and total hours
Discussions - state which discussions you participated in

2. Related Written Work Described

Annotations on twenty articles
Five critical evaluations
Two book reviews - Dibs, Walden Two
Weekly write-up on observations
Reactions to films shown

3. Describe what you feel are the most important things you learned.

G. Evaluate this option.

IV. Examples of Time Log Forms for SDL

Name _____

Circle the week: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Dates	Actual Time	Time in Hours	Activities (Circle work handed in)
Example: 11/11/78	9:30-10:00	1/2	Read pp. 1-20 of Between Parent and Child

Total hours on this sheet: _____

Conference Time _____

INDEPENDENT STUDY AND SELF-DIRECTED LEARNING - Psychology
Summary Time Log

A = 120 hours plus meeting your contract
B = 97 hours plus meeting your contract
C = 80 hours plus meeting your contract

Name _____
Class _____
Date _____

Week	Hours Per Week	Total Hours So Far	Written Work	Working on
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Goals and Projects (Contract)

To Be Turned In:

_____ Psychology Data Sheet
_____ Midterm Evaluation
_____ College Evaluation
_____ Psychology Evaluation
_____ Getting the Facts
_____ Critical Evaluation
_____ LRC Search

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